

Lesson 1

Meet the Five Food Group Friends

TOPIC:
The Five Food Groups

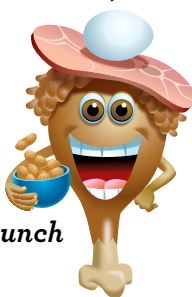


This first lesson will focus on identifying various foods, classifying them by their food group, and understanding that eating from all five food groups helps keep us healthy. Students will be introduced to the **Food Group Friends** through a variety of hands-on learning activities, from engaging in dramatic play and “checking out” groceries, to becoming part of a food group themselves while they learn to classify foods.

Supplies and Preparation

Discover MyPlate Components*

- **The Five Food Groups** poster
- **Reach for the Sky** song
- **Food Cards**
- **Friendship Pocket Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 68-69)
- **Emergent Readers** (teacher and student versions): **Fruits, Vegetables, Grains, Protein Foods, and Dairy**
- **Food Group Friends Profile Cards**
- **Student Workbook** (WB; Lesson 1, Activities 1-5):
 - [WB, p. 1] **STAR Chart**
 - [WB, pp. 5-10] **Food Group Sorting**
 - [WB, p. 11] **Wash Your Hands!**
 - [WB, p. 12] **Foods I Like**
- **Parent Handout: Welcome to School Lunch**



Additional Supplies

- Suggested books** for **Book Club** and other discussions:
 - **Bread and Jam for Frances** by Russell Hoban (HarperCollins, 2008)
 - **I Will Never Not Ever Eat a Tomato** by Lauren Child (Candlewick, 2000)
 - **Delicious! A Pumpkin Soup Story** by Helen Cooper (Helen Cooper, 2006)
 - **Germs Are Not for Sharing** by Elizabeth Verdick (Free Spirit Publishing, 2006)

- **Wash Your Hands!** (Robin Hill School Ready to Read Series) by Margaret McNamara (Simon Spotlight, 2010)

- **Dem Bones** by Bob Barner (Chronicle Books, 1996)

- Hand-washing sink, hand soap, paper towels
- **Wash Your Hands** (30-sec.) video by the Centers for Disease Control and Prevention, available at <http://www.cdc.gov/CDCTV/WashYourHands/index.html>. Download to watch with students.
- Crayons, stencils (or stamps) of geometric shapes, scissors, glue, construction paper, star stickers, plain white paper, tape
- Non-toxic washable finger paint and/or vegetable oil, ground cinnamon, measuring spoons
- Apron (or smock) for each student
- Sorting hoops (or mat), manipulatives (such as buttons)

* Order or download at <http://teamnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

Learning Objectives

Students will be able to...

- Name the five **MyPlate** food groups and be able to identify food choices within each group.
- Describe the importance of eating foods from all five food groups.
- Demonstrate proper hand-washing techniques and identify the importance of washing hands before and after preparing food and eating.

Essential Questions

- What are the names of the five food groups?
- Which foods belong in each group?



Introduction

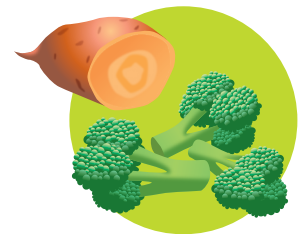
Warm Up Whole Group (20 minutes)

1. Display the poster **The Five Food Groups** where students can see it. Gather children on the carpet in a circle. Place two hoops or a sorting mat in the center of the circle, then empty a large container of buttons or another manipulative in front of you. Demonstrate how the objects can be sorted into the hoops by attribute (such as color, size, or shape). Give children a few minutes to sort the remaining objects. Have students put the sorting objects back into the bin, then return to their seats on the floor.
2. Explain that, just like sorting objects (e.g., buttons) by color, shape, or size, we also sort foods into food groups. Foods in the same food group are similar in some way.
3. Use the poster as a visual reference while you introduce the five food groups: Fruit Group, Vegetable Group, Grains Group, Protein Foods Group, and Dairy Group.
4. Spread out the **Food Cards** in the center of the circle. Ask students to name a food that they ate this week and choose it from the cards. Tape their cards on the board or to a flip chart.
5. Select two foods students chose from the Fruit Group — for example, an apple and an orange — and ask: *You named an apple and an orange. What food group do apples and oranges belong to?* Explain that fruits come from plants and can be many colors. They often taste sweet and are eaten as a snack or even for dessert. Fruits help our bodies stay healthy and grow. Ask students to name other fruits students mentioned. Review any that students missed. See **The Five Food Groups** handout (on pp. B1-3 of the **Discover MyPlate: Curriculum Training for Teachers**) for a list of foods found in each food group. (Available at: <http://www.fns.usda.gov/tn/resource-library>)



Try this for fun! Ask students to smile and point to their teeth and gums. Some fruits help our bodies heal cuts and scratches and help keep our teeth and gums healthy.

6. Continue to ask students what food groups their **Food Cards** belong to:
 - Ask: *What food group do broccoli and sweet potatoes belong to?* (Vegetable) As with fruits, there are many different colors of vegetables, such as green, orange, and red. Some vegetables, like carrots and broccoli, can be fun to crunch when they are raw. Ask: *Who likes to eat baby carrots, jicama, or cherry tomatoes with low-fat ranch dip for snack?*



Try this for fun! Ask students to put on their “night-vision goggles” (put hands in the shape of glasses) and identify what other foods from the Vegetable Group they recognize either on the **Food Cards** or the poster. Just like fruits, some vegetables provide our bodies with what we need (vitamins) to heal cuts and scratches. Some vegetables also have a vitamin that helps us have healthy eyes and skin and to see better in the dark!



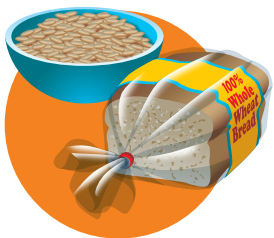
- Ask: *What food group do chicken and peanut butter belong to?* (Protein Foods) Foods in the Protein Foods Group all have protein (that's why they are called Protein Foods). Protein Foods can come from animals (like beef comes from cows, and ham comes from pigs). Some Protein Foods also come from plants, like beans, sunflower seeds, and nuts. Share some of the other foods students named from this group. Protein Foods help us build strong muscles. Muscles help our bodies move.

Try this for fun! Have students move parts of their bodies; for example, taking a deep breath, blinking their eyes, smiling, snapping their fingers, tapping their toes, marching in place, or flexing their biceps. Explain that all movements, small and large, require muscles.



- Ask: *What food group do milk and yogurt belong to?* (Dairy) Most dairy foods are made from milk — like cheese and yogurt. Usually milk comes from cows, but milk can come from sheep and goats, too. Some soymilks are also in the Dairy Group. Foods in the Dairy Group help us have strong bones and teeth. Inside our body is a skeleton, which is made up of all the bones in the body. It helps us stand up and protects our brain, lungs, heart, and other parts of our insides.

Try this for fun! Sing the “*Dry Bones*”^{*} song, starting with the toes and moving up the body to the head. For example, “The toe bone’s connected to the foot bone; the foot bone’s connected to the leg bone; the leg bone’s connected to the knee bone...”; and so on. Have students point to the corresponding bones as you sing.
^{*}*Dem Bones* by Bob Barner (Chronicle Books, 1996)



- Ask: *What food group do bread and rice belong to?* (Grains) Grains come from plants like rice, wheat, and oats. Wheat and some other grains are made into flour and used to make breads, crackers, and noodles. Foods in the Grains Group give the body many things it needs to be healthy. They provide our bodies with the energy we need to move and play!

Try this for fun! Have students check their pulse by placing their first and second fingers on the inside of their wrists and pressing gently. Explain that their pulse is a measure of how fast their heart is beating. Next, have them do 10 jumping jacks, then measure their pulse again. What do they notice? Is it faster? Explain that their heart is beating faster because their body uses more energy to do the jumping jacks than it does to sit still. The body needs more energy to move muscles. The more active you are, the more energy your body needs from food.

- Ask students: *We've talked about ways different foods help us stay healthy. What are some ways we mentioned?* (Helping our body have strong bones and teeth, building strong muscles, having energy to move and play, healing cuts and scratches.) Next, ask: *Would you want to eat just one food all day? Why not?* Explain that different foods provide our bodies with different things we need to stay healthy. We need to eat foods from all of the food groups to get what we need to feel our best. Ask: *Could you build a strong house with just pieces of wood? What else would you need?* Explain that you would need lots of things to build a house, such as nails, a hammer, paint, wood, cement, bricks, and more.

7. Use the **Food Group Friends Profile Cards** to introduce students to **Farrah Fruit**, **Reggie Veggie**, **Jane Grain**, **Dean Protein**, and **Mary Dairy**.

8. Show each **Food Group Friend** and talk about how they are made up of foods from a particular food group. Talk about how the **Food Group Friends** can help us remember which foods belong to which food group:

- **Farrah Fruit** — apple, blackberries, bananas, watermelon, strawberry, kiwi, grapes, orange, cherries
- **Reggie Veggie** — carrot, broccoli, snap peas, spinach, bean
- **Jane Grain** — whole-wheat bread, whole-grain spaghetti and bow-tie pasta, whole-grain cereal, brown rice, popcorn, graham crackers
- **Dean Protein** — chicken, ham, egg, beans, peanuts
- **Mary Dairy** — yogurt, milk, cheese

Display all of the **Food Group Friends Profile Cards** on the board or flip chart. Give each student a **Food Card**. Invite students to come up one at a time and “give” their card to the **Food Group Friend** that is made up of the same types of foods as their food card. Then, review and discuss with the class which food group each **Food Card** belongs to. For example, beans could be given to **Dean Protein**. Look at **Dean Protein's** hair. It is made of beans. Beans are in the Protein Foods Group. Beans could also be given to **Reggie Veggie**. Look at **Reggie Veggie's** nose. It is a type of bean. Beans belong to both the Protein Foods Group and Vegetable Group!

9. At the end of the discussion, ask students the essential questions: *What are the names of the five food groups? Which foods belong in each group?*

Reach for the Sky Song Whole Group (10 minutes)

Review the lyrics to the song **Reach for the Sky** (p. 79) with students. Have students focus on remembering the chorus. Go over new vocabulary and movements incorporated into the song. Have students stand where they have room to move, then play the song. Encourage them to sing and dance. It's okay if they don't get the movements right, as long as they are moving! The second time around, give each student a **Food Card**. Stop the song after each verse. Have five students share what food group their card belongs to in the following manner: “An apple is a fruit. Broccoli is a vegetable.” Give all a chance to participate.



“Sometimes” Foods

Some foods do not belong to any of the five food groups, such as: candy, jelly, cream cheese, soda, butter, sugar, honey, and fruit punch. They have extra sugar or fat, but don't have what we need to be healthy. Some foods such as cookies and ice cream belong to a food group (Grains Group and Dairy Group, respectively), but are less healthy choices because they are high in solid fats and/or added sugars.



Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

Book Club **Whole Group** (time will vary)

Children's books can be used to talk about the importance of eating a variety of foods from the five food groups — which, for many students, means trying new foods. Such discussions can also be a useful way to encourage children to taste foods in the **Food Club** activity. These are suggested books, but you may find others in your library that can generate a similar discussion.



Introduce students to all six of the **Emergent Readers: Fruits, Vegetables, Grains, Dairy, Protein Foods, and A MyPlate Meal**. Distribute the mini-book versions to students and have them write their names on the inside cover of each reader.

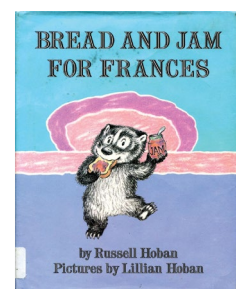
Begin by reading **Fruits** out loud to students using the teacher version. Have them follow along in their mini books. Talk about the foods on each page. Read the activity and discussion prompts on the last page (in teacher version only). Ask students to circle the sight words and invite them to color the foods in their reader copies.

Over the course of this lesson, as you explore the five food groups, repeat the exercise with the remaining food group readers: **Vegetables, Grains, Dairy, and Protein Foods**. The sixth book, **A MyPlate Meal**, will be read in Lesson 2. The **Emergent Readers** will be used in the forthcoming lessons and during **Center Time** to build literacy skills.



Bread and Jam for Frances by Russell Hoban — Frances only likes bread and jam until her mother serves it to her for every meal! Ask:

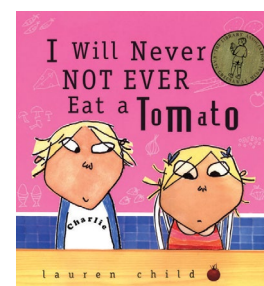
- *What did Frances want to eat all the time? Bread is part of what food group? (Grains)*
- *What food group is jam a part of? (Jam is mostly made of sugar. It is not part of a food group.)*
- *What food groups are you missing if you eat only bread and jam? (Vegetable, Fruit, Protein Foods, Dairy)*
- *What happened when Frances' mom gave her bread and jam at every meal?*
- *How would you feel if you ate the same thing at every meal?*
- *Do you think Frances was eating healthier at the beginning or end of the story? Why? (At the end of the story, Frances is eating foods from all of the food groups.)*



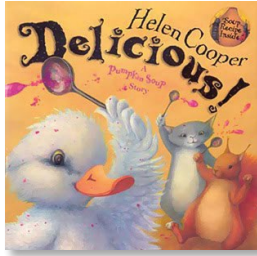
Cover art © 1993 by Lillian Hoban

I Will Never Not Ever Eat a Tomato by Lauren Child — A girl won't eat a new food unless her brother describes it in new ways. Ask:

- *What is this story about?*
- *Describe a time when you thought you didn't like a food, but then changed your mind.*
- *What are some of the fun names the brother gives foods so that his sister will try them? What's a fun name we could use for a vegetable on the school lunch menu so more kids will eat it?*
- *Who came up with the name Moonsquirters for tomatoes at the end of the story?*
- *What food group do Moonsquirters (i.e., tomatoes) belong to? (Vegetable), Cloud Fluff (i.e., mashed potatoes)? (Vegetable), Ocean Nibbles (i.e., fish sticks)? (Protein Foods)*



Cover art © 2003 by Lauren Child



Cover art © 2007 by Helen Cooper

Delicious! A Pumpkin Soup Story by Helen Cooper — Duck wants to eat only pumpkin soup, but the pumpkins are not ripe. Cat and Squirrel must find a delicious soup to please this picky eater. Ask:

- *What happens when Cat, Squirrel, and Duck cannot find a ripe pumpkin to make pumpkin soup?*
- *Why wouldn't Duck try some of the other soups?*
- *How did Duck feel when he hadn't eaten for a while?*
- *What happens at the end of the story?*
- *What food group does pumpkin belong to? (Vegetable). Fish? (Protein Foods). Mushrooms? (Vegetable). Beets? (Vegetable)*

Food Club Whole Group

(Two 60-minute sessions: 1. Hand-Washing Experiments, 2. Look and Cook Recipe)

Food Club Hand-Washing Experiments

- Explain that germs are tiny living things that are everywhere — on hands, doorknobs, backpacks, etc. We cannot see them, but they can make us sick. When we wash our hands, we get rid of the germs so they do not get into our bodies.
- Remind students when it is important to wash hands:
 - Before and after handling food or eating
 - After using the bathroom
 - After coughing, sneezing, or blowing their nose
 - After playing with pets or visiting a petting zoo
 - After playing outside
 - Whenever they are dirty
- Review proper hand-washing routines with students. They should wash their hands with warm, running water and soap for 20 seconds. Singing the ABCs while washing is a good way to ensure they are washing long enough. Remind students to scrub the palms, tops of their hands, under their fingernails, and between their fingers. They should rinse hands well under running water. Students should dry their hands with a clean towel or a paper towel.
- Show **Wash Your Hands**, Centers for Disease Control and Prevention's 30-second video: <http://www.cdc.gov/CDCTV/WashYourHands/index.html>.
- There are several fun experiments your class can do to “test” hand-washing methods and show how easily germs spread. Choose the option that works best for your class:

Option 1: Oil and Cinnamon Method

Divide students into groups of four. Have students rub one tablespoon of vegetable oil on their hands (like they would apply lotion). Sprinkle ½ Tbsp ground cinnamon on each child's hands — this represents the germs we pick up on our hands during the day. Have group members wash their hands in four ways:

- **Student 1:** Cold water only
- **Student 2:** Cold water and soap for 10 seconds
- **Student 3:** Warm water and soap for 10 seconds
- **Student 4:** Warm water and soap for 20 seconds while singing the ABCs

★TEACHER TIP★

Check out the Healthy Meals Resource System's collection of online Hand-Washing Bulletin Board Resources at:

<http://healthymeals.nal.usda.gov/handwashingbulletin>

Post reminders for students about proper hand-washing techniques at your classroom sink and in school bathrooms.



★TEACHER TIP★

For homework:

Ask students to demonstrate to their parents or caregivers how to wash their hands while singing the ABCs.



Important Food Allergy Reminder

Remember to:

- Check with parents/caregivers regarding food allergies.
- Work with parents, the school nurse, and/or Nutrition Services Director to adjust any recipes or food items suggested in these activities to accommodate food allergies in your classroom or school.
- Always follow your school's food allergy policies.

After everyone has washed in one of the four ways, have students look at each others' hands, then ask: *What does it take to get all the germs off?* (Remind students that cinnamon is not really a germ; we just used it for practice.) We cannot see germs. So we need to follow the hand-washing steps to make sure we get rid of germs.

Follow-up Activity: Have students color or shade in paper hand cutouts showing “dirty spots” that remained after each washing treatment.

Option 2: Paint Method

Ask students to line up in two to three lines of at least six students. Put a teaspoon of non-toxic, washable finger paint in the palm of a student's hand at the beginning of the line. Spread it evenly over both hands, including the backs. Have the first student shake hands with the next student in line. Go down the line and have each student shake hands with the child behind him or her, symbolizing how germs on hands can spread. Have students look at the last person in line to see what is on his or her hands. (Remind students that the paint is not really a germ; we just used it for practice.) Allow hands to dry completely (for a minute or two). Have students go to the sink in pairs and wash their hands using the proper hand-washing steps. After one student washes, have a partner look for any remaining paint that was missed. We cannot see germs like we can see paint. So we need to follow the hand-washing steps to make sure we get rid of germs.

Follow-up Activity: Have students draw a picture reminding everyone to wash all parts of their hands correctly. For example, if a student still had paint between his/her fingers after washing, have him/her create a sign reminding students to wash between their fingers.

- To review the importance of washing hands, read the books ***Germs Are Not for Sharing*** by Elizabeth Verdick and ***Wash Your Hands!*** by Margaret McNamara.

Discover MyPlate Food Club Rules

Explain to students that they are now going to be part of a food club, where they will get to prepare and taste foods (including some new foods) from all of the food groups.

Just like school, the **Discover MyPlate Food Club** has some rules. Ask students to share what rules they think the Food Club should have. Display these (with pictures) in the classroom. Some rules to consider are:

- Wash your hands before you touch food.
- Give others a chance to taste before you share your opinion.
- Use your senses — how does the food look, smell, feel, taste, sound?
- Help clean up when you are done.

Friendship Pocket Look and Cook Activity

(See pp. 68-69 for recipe ingredients, supplies, and step-by-step instructions.)

1. In this food preparation activity, students will choose foods from each of the five food groups to create a delicious sandwich pocket. Offering children a choice between two ingredients inspires them to try the snack by “making it their own.” This activity also reinforces the theme of friendship; all five of the **Food Group Friends** will be reflected on their plate, plus students get to sit and share a snack with their friends. Everything tastes better when friends come together!



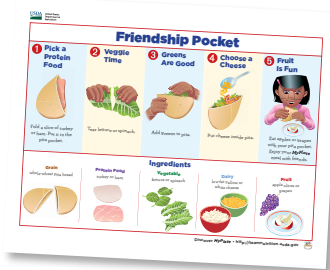


Food Safety

Participants must follow these steps:

- **Hand Washing:** Hands should be washed using soap and warm water, scrubbed and lathered for 20 seconds, rinsed under running water, and dried using a clean paper towel.
- **Surfaces:** Tables, countertops, sinks, utensils, cutting boards, and appliances should be washed with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Produce, regardless of where it was grown or purchased, must be rinsed thoroughly under running water before peeling, eating, cutting, or cooking. Precut/prepackaged items, like lettuce or baby carrots, may be labeled as “prewashed” and “ready-to-eat” — these items can be eaten without further rinsing.

1. Review the recipe and directions for making the **Friendship Pocket** on pp. 68-69. The recipe serves 20, so adjust the recipe amounts to suit the size of your class. As you can see, there are two choices for most food groups.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages. Alternatively, you may want to set up multiple tables where groups of 4-6 students can all assemble their pockets at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed on the sidebar on left. Have everyone participating in the food preparation wash his/her hands using the steps discussed on p. 21 and the sidebar on this page.
5. Provide copies of the **Look and Cook Recipe** for each student. Review the steps of how they will make their **Friendship Pocket**. Tell students that they will create a tasty snack that includes a food from each food group. They can decide what interesting combinations their sandwich will have — but they should try to include something from each food group. Then they will get to eat what they created. Discuss the tasty options from each food group.
6. Display the **Look and Cook Recipe** (p. 67) where students can clearly see it as they make their **Friendship Pockets**.
7. Show students the food choices in each bowl. Talk about which foods belong to which food groups. Use the **Food Group Friends Profile Cards** to help with the discussion. Remind them to use the serving utensils, not fingers, to select foods. Encourage students to follow the instructions on the recipe. Assist students as needed.
8. Don't forget to make your own! It's important for students to see adults model healthy eating and a willingness to try new foods. After the tasting activity, ask students to talk about other times they might want to eat a **Friendship Pocket**. Invite students to share other vegetables they could put in their **Friendship Pocket**. What other Protein Foods, Grains, or Dairy? What other fruits could they eat with this snack? Encourage students to make a **Friendship Pocket** with their mom or dad. Put a copy of the **Look and Cook Recipe** in their weekly folder to take home.



Food Cards Whole Group (10 minutes)

Our Group Rocks!

1. Label a designated space in the room for each food group. Have students pick a **Food Card** at random, and then gather in the appropriate spot with other students who have picked cards from the same food group.
2. Review what cards students in each group have. If everyone in the group has chosen the right food group, invite the class to do a wiggly dance, take a bow, or do a victory jump, for five seconds.



Cafeteria Connections Whole Group (each activity 20 minutes)

Meet School Nutrition Professionals

Contact your school's Nutrition Services Director and invite him or her to visit your class as a guest speaker. Prepare interview questions with your students based on what they wonder about the cafeteria and what they want to learn about meals at school. Combine the visit with an "orientation" field trip to the cafeteria. Meet and get to know your school's Cafeteria Manager and school nutrition services staff. Ask them to show your class where they prepare the food, and guide students through the cafeteria process and lunch line.

The School Cafeteria and MyPlate

Have school nutrition services show or explain to students the different ways some foods on **The Five Food Groups** poster may be served at lunch. For example, apples may be served as apple slices, applesauce, or apple juice. Grains may be served as rice, noodles, or a bun. Displays of real food or pictures can be used to help children visualize the different forms of foods. Ask students about the foods they will be eating or have eaten for lunch. What food groups do they belong to? Have students role-play going through the lunch line and choosing a meal that includes all five food groups.

Center Time

Choose any of the following activities for students to do during Center Time.



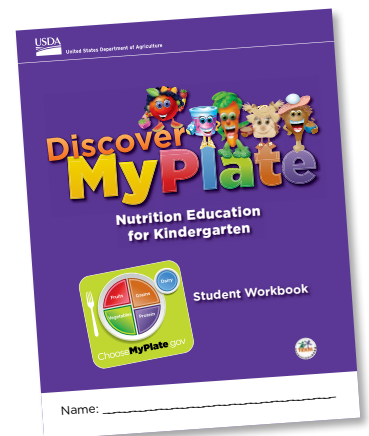
Literacy Center Small Group (time will vary)

Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. These can be done during **Center Time** or while students wait to participate in the **Food Club Look and Cook** activity. See the answer key for all workbook activities on pp. 80-81.

- **Food Group Sorting** [WB, pp. 5-10] In these three pages, students identify and sort foods into their proper food groups. Each page has distracters that do not belong in the food group highlighted.
- **Wash Your Hands!** [WB, p. 11] Students put hand-washing steps in correct sequence in this activity, while isolating pictures that begin with the /s/ sound.
- **Foods I Like** [WB, p. 12] Reinforcing the high-frequency sight words "I," "like," and "eat," this activity calls for students to read rebus sentences and then complete one of their own.



Dramatic Play Small Group (15 minutes)

Grocery Store Grouping

Encourage students to play “grocery store” using pretend food or the **Food Cards**. They should go shopping for at least one choice from each food group to make a meal. In order to “check out” after they’ve selected their items, they must tell the “clerk” which food group each item belongs to. Grocery store “employees” can use baskets and shelves in the classrooms to sort, stock, and set up food displays.



★TEACHER TIPS★

- Make sure any play foods in your dramatic play area reflect healthful food choices from each of the five food groups.
- Older elementary students also learning about nutrition would make great clerks.

Reflection & Assessment Whole Group (10 minutes)

To conclude this lesson and assess understanding, ask the class as a group to share what they learned. Reward students with a star or sticker for their efforts and ability to meet achievement markers (see sidebar).

Students may add their stars or stickers to the **STAR (Student Achievement Recognition) Chart** found on the first three pages of their **Student Workbooks**. Explain that they will have the opportunity to earn stars for their participation and cooperation in each lesson.

STAR Charts may be kept in the **Student Workbook**, or you may cut out the pages and have students create a cover using construction paper. At the conclusion of the unit, **STAR Charts** may be sent home and shared with parents as part of a progress report.

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Welcome to School Lunch! Parent Handout** and **Friendship Pocket Look and Cook Recipe**.

LESSON 1 ACHIEVEMENT MARKERS

- Named the five food groups
- Named a food that belongs to each food group
- Demonstrated proper hand washing
- Named a time when it is important to wash hands

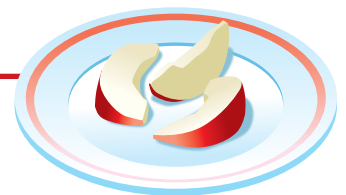


Award a star or sticker for each achievement!

Extra Helpings Small Group (each activity 20 minutes)

"A" Is for Apple

Play an alphabet game where the class tries to name at least one food for each letter of the alphabet.



Triangle Cheese!

Supply students with stencils in geometric shapes (e.g., square, circle, triangle) or stamps of shapes. Students should use and combine shapes to create drawings of various foods from the five food groups. Examples could include: a square sandwich, rectangular carrot sticks, triangle cheese wedge or watermelon slice, oval eggs, circle cucumber slices, and a rhombus or hexagon cracker.

